



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

727 W Cornell Dr, Tempe, AZ 85283

Tempe Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Wendy Reeck
Schedule : 7:30` AM to 4:00 PM
Grades : K-5
2004 Enrollment : 628
Web Address : www.tempe3.k12.az.us/Wood/wood.html
Phone Number : (480) 838-0711
Fax Number : (480) 838-0832
E-mail : wreck@tempeschools.org

Mission

The Wood School Community develops competent learners who are inspired to create a future full of hope and promise. Integrated curriculum is fostered through Language Labs, Team Times, Success For All (K-2), and Character Counts.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase math, reading and writing skills as measured by the District Achievement Plan, including district and state criterion and standardized norm-referenced tests.
- ü Integrate the curriculum through Reading and Language, acquisition strategies.
- ü Integrate the curriculum through math, science and social studies standards.

Enrollment

October 1, 2003 School Year Student Enrollment : 638
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 138

Instructional Programs

- ü Full-day Kindergarten
- ü Success For All Reading Program (K-2)
- ü Character Counts Developmental Program
- ü Sheltered English Immersion Classes

Calendar Information

Number of Instruction Days :	177
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Wood School promotes academic and social success, employability by focusing on AZ standards, integrated curriculum and workplace standards and skills. Family involvement includes communication, training and volunteer programs.

Parents

Families are to develop partnerships with the school by sending their children to school on time, ready to learn in school uniform, communicating with school staff, supporting children's and teachers' efforts, and by setting up a structured time and place for studies.

Transportation Policy

Our school follows district policy on transportation. Violations are referred to the school. Busing boundaries are established for each school and approved by the Governing Board. Considerations for busing are distance and major street locations.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Diablos Award: Wood School Multi Cultural Festival	2002
ü Character Counts Grant	2002
ü Diablos Award: Oregon Trail Simulation	2002
ü Communities In Schools Grant	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1518	75509	100	99	100	509	512	521	17	17	13	29	25	23	23	32	33	31	25	31
All Students (Prior Year)	112	1457	75372	100	100	100	508	516	523	13	11	9	33	29	25	40	35	36	14	25	30
Female	46	737	37013	100	100	100	510	512	522	17	15	12	30	29	24	20	31	33	33	25	31
Male	47	779	38430	100	99	99	509	512	521	17	19	14	29	23	22	26	33	33	29	25	31
African American	12	165	3660	100	100	99	495	488	496	25	29	24	25	32	31	25	24	28	25	15	18
Hispanic	35	679	30486	100	99	99	509	502	505	9	16	18	36	31	29	27	38	32	27	15	21
Asian/Pacific Islander	NC	58	1780	NC	97	98	NC	548	549	NC	9	5	NC	9	13	NC	32	33	NC	50	50
American Indian/Alaskan Native	20	119	4075	100	100	100	457	489	486	50	30	28	40	30	34	10	27	26	0	12	12
White	20	490	35192	100	99	99	541	530	534	6	12	8	17	20	19	28	31	35	50	37	39
Students with Disabilities	NC	196	9708	NC	100	100	NC	481	489	NC	43	32	NC	25	27	NC	18	24	NC	15	17
Students without Disabilities	84	1322	65801	100	99	98	513	516	525	14	14	11	29	26	23	24	34	34	33	27	33
Limited English Proficient Students	30	400	16928	100	100	100	496	479	485	0	25	29	67	34	33	33	38	26	0	3	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	62	972	36411				499	497	503	17	23	19	36	29	29	25	33	32	22	15	20
Non-Economically Disadvantaged	31	546	39040				522	531	534	17	10	8	21	21	19	21	31	34	41	38	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1520	75492	100	100	100	517	512	519	11	16	12	16	19	16	56	45	47	16	20	24
All Students (Prior Year)	112	1454	75221	100	100	100	509	519	523	19	10	8	19	19	16	49	52	56	14	18	21
Female	46	738	37014	100	100	100	517	517	523	7	12	10	17	17	15	66	49	48	10	22	27
Male	47	780	38400	100	99	99	517	508	516	16	20	14	16	20	17	47	41	47	22	18	21
African American	12	165	3665	100	100	99	503	500	505	17	23	20	33	27	22	33	40	43	17	10	14
Hispanic	35	679	30438	100	99	99	520	507	508	5	16	17	10	19	21	75	52	47	10	13	15
Asian/Pacific Islander	NC	57	1773	NC	95	98	NC	531	534	NC	7	4	NC	9	10	NC	49	50	NC	35	36
American Indian/Alaskan Native	20	119	4081	100	100	100	496	495	498	22	28	25	33	25	26	44	39	40	0	8	8
White	20	490	35177	100	99	99	532	522	528	11	12	8	6	15	13	50	42	49	33	31	31
Students with Disabilities	NC	196	9707	NC	100	100	NC	482	495	NC	48	33	NC	23	21	NC	21	33	NC	9	13
Students without Disabilities	84	1324	65785	100	99	98	517	516	522	12	12	10	16	18	16	55	48	49	17	22	26
Limited English Proficient Students	30	400	16905	100	100	100	519	487	489	0	34	34	33	28	28	67	34	32	0	3	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	62	972	36302				510	504	507	12	21	18	21	21	21	61	46	46	6	12	14
Non-Economically Disadvantaged	31	548	39164				525	523	528	11	10	8	11	16	13	50	44	48	29	30	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	1507	75053	100	99	99	629	620	597	10	6	7	2	9	12	73	73	72	16	12	9
All Students (Prior Year)	111	1431	73654	100	99	99	522	529	530	17	11	9	14	14	13	60	65	70	9	9	7
Female	45	732	36872	100	99	99	668	650	621	0	3	5	0	6	9	79	75	74	21	16	12
Male	47	773	38109	100	98	99	596	593	573	18	9	10	3	11	14	68	71	69	12	9	6
African American	11	163	3636	100	99	99	630	590	568	18	10	12	0	10	16	64	75	67	18	6	6
Hispanic	35	677	30235	100	98	98	642	617	575	5	4	9	5	9	14	75	75	70	15	12	6
Asian/Pacific Islander	NC	57	1768	NC	95	98	NC	707	651	NC	0	3	NC	5	5	NC	64	72	NC	32	19
American Indian/Alaskan Native	20	119	4044	100	100	99	572	597	550	20	10	13	0	8	17	80	78	66	0	4	4
White	20	485	35028	100	98	99	630	632	613	6	6	6	0	9	10	72	71	73	22	15	11
Students with Disabilities	NC	195	9625	NC	100	100	NC	540	530	NC	24	21	NC	16	21	NC	56	55	NC	4	4
Students without Disabilities	83	1312	65428	100	98	98	636	631	604	9	4	6	2	8	11	72	75	73	18	14	10
Limited English Proficient Students	30	400	16765	100	100	100	589	574	525	0	13	17	0	13	20	100	72	60	0	3	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	61	966	36077				615	597	566	9	8	10	0	10	16	82	75	69	9	8	5
Non-Economically Disadvantaged	31	541	38950				645	650	618	11	4	5	4	6	9	61	71	73	25	19	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	1354	76019	100	99	100	517	495	499	5	15	14	38	40	39	5	11	14	52	34	33
All Students (Prior Year)	91	1410	76230	99	100	100	522	499	498	6	12	12	33	39	38	10	12	12	52	37	37
Female	32	655	37207	100	100	100	516	495	499	0	14	12	45	40	41	3	13	14	52	34	33
Male	37	699	38677	100	99	100	517	495	498	11	16	15	30	40	38	7	10	13	52	34	34
African American	NC	179	3817	NC	100	100	NC	474	475	NC	21	23	NC	51	47	NC	9	11	NC	19	18
Hispanic	25	617	29458	100	100	100	526	488	480	5	17	20	32	43	48	11	11	12	53	29	20
Asian/Pacific Islander	NC	36	1673	NC	97	99	NC	516	531	NC	8	4	NC	36	29	NC	12	14	NC	44	53
American Indian/Alaskan Native	22	113	4735	100	97	100	506	485	466	11	19	28	39	44	49	0	10	10	50	27	13
White	11	404	35880	100	98	100	519	514	515	0	9	7	45	31	32	0	12	16	55	47	45
Students with Disabilities	NC	193	9786	NC	100	100	NC	455	457	NC	41	39	NC	41	40	NC	4	7	NC	14	13
Students without Disabilities	60	1161	66233	97	99	99	525	501	503	0	11	11	37	40	39	6	12	14	57	37	35
Limited English Proficient Students	20	342	15206	100	100	100	467	463	459	43	26	31	29	57	53	0	8	7	29	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	44	832	35714				497	485	480	10	17	20	48	46	47	3	11	12	39	26	20
Non-Economically Disadvantaged	25	522	40266				541	509	513	0	12	9	24	31	33	8	12	15	68	45	43

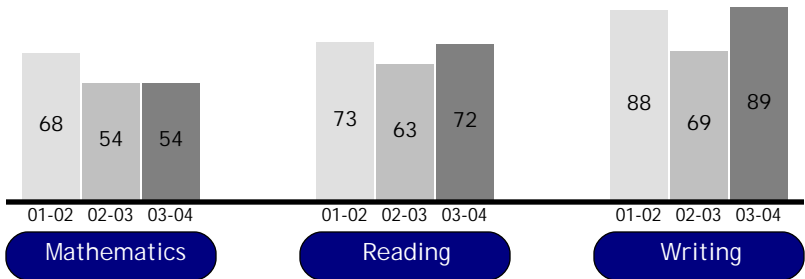
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	1349	76020	100	99	100	501	498	503	22	33	25	17	23	23	52	36	40	9	8	12
All Students (Prior Year)	92	1405	76202	100	100	100	500	502	505	20	20	19	35	27	24	35	43	46	10	10	11
Female	32	653	37213	100	99	100	506	500	504	14	27	22	14	25	23	62	39	42	10	8	13
Male	37	696	38666	100	99	100	495	496	501	32	39	29	20	21	22	40	32	38	8	8	12
African American	NC	179	3819	NC	100	100	NC	489	494	NC	45	37	NC	27	26	NC	25	31	NC	3	6
Hispanic	25	614	29442	100	99	99	503	494	494	26	36	37	11	26	26	47	31	31	16	6	6
Asian/Pacific Islander	NC	36	1672	NC	97	99	NC	498	513	NC	28	12	NC	24	19	NC	44	49	NC	4	20
American Indian/Alaskan Native	22	114	4735	100	97	100	494	489	489	38	50	48	13	23	25	44	26	24	6	1	3
White	11	401	35890	100	98	100	507	509	511	9	19	15	18	18	20	64	48	48	9	15	18
Students with Disabilities	NC	190	9784	NC	99	100	NC	479	485	NC	72	58	NC	14	19	NC	10	19	NC	4	4
Students without Disabilities	60	1159	66236	97	99	99	502	501	504	18	27	23	18	24	23	55	40	42	8	9	13
Limited English Proficient Students	20	338	15198	100	100	100	476	482	483	80	62	59	0	27	25	20	11	14	0	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	44	829	35703				494	493	494	34	40	37	14	26	26	48	29	31	3	5	6
Non-Economically Disadvantaged	25	520	40274				508	505	509	8	24	17	20	18	20	56	46	47	16	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	1350	75673	100	99	100	536	528	530	7	12	12	25	28	25	64	56	58	4	4	4
All Students (Prior Year)	86	1372	74692	93	98	99	504	499	502	18	17	18	22	30	27	53	46	47	8	7	8
Female	32	654	37099	100	100	100	562	549	548	0	7	8	21	25	22	72	62	64	7	6	6
Male	37	696	38441	100	99	99	508	508	513	15	17	16	30	31	29	56	49	52	0	3	3
African American	NC	177	3791	NC	99	99	NC	512	506	NC	16	18	NC	28	29	NC	54	50	NC	2	3
Hispanic	25	618	29305	100	100	99	543	511	507	5	15	16	32	31	31	58	52	51	5	2	2
Asian/Pacific Islander	NC	36	1665	NC	97	99	NC	548	573	NC	4	6	NC	24	16	NC	68	67	NC	4	10
American Indian/Alaskan Native	22	114	4707	100	97	100	521	518	492	11	11	19	22	30	33	61	56	46	6	3	1
White	11	402	35760	100	98	99	526	556	550	9	8	9	27	23	21	64	60	64	0	8	6
Students with Disabilities	NC	194	9706	NC	100	100	NC	453	462	NC	40	36	NC	34	32	NC	23	31	NC	3	1
Students without Disabilities	60	1156	65967	97	99	99	549	538	536	2	8	10	22	27	25	71	60	60	4	5	5
Limited English Proficient Students	20	340	15115	100	100	100	479	477	471	29	23	26	14	35	38	57	42	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	44	832	35541				514	513	504	10	14	17	32	32	31	55	52	50	3	2	2
Non-Economically Disadvantaged	25	518	40091				563	548	550	4	10	9	16	23	21	76	60	64	4	7	6

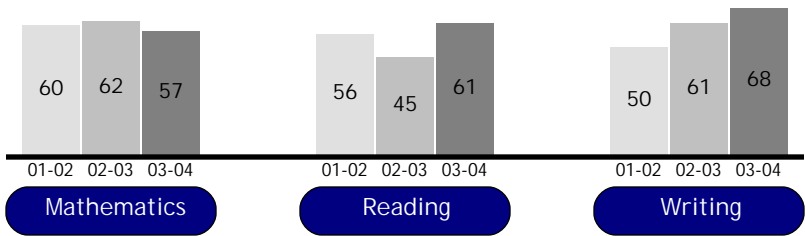
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	42	38	44	96	51	42	50	90	53	NA	58
	Language	96	31	31	39	96	30	33	43	98	38	44	50
	Mathematics	96	51	46	52	96	47	49	57	96	37	57	64
3	Reading	100	35	34	43	93	36	38	47	100	39	NA	55
	Language	100	44	40	50	96	42	45	54	100	49	54	61
	Mathematics	100	39	42	50	99	40	44	54	100	42	54	61
4	Reading	100	31	38	47	99	42	42	52	100	40	NA	56
	Language	100	34	38	45	100	40	40	48	100	37	45	52
	Mathematics	98	38	43	52	99	41	46	57	100	37	51	61
5	Reading	99	39	39	46	96	42	41	50	100	47	NA	55
	Language	99	39	35	43	96	35	38	46	99	43	43	49
	Mathematics	99	54	46	54	100	51	50	57	99	52	59	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget Allocations
- Ü Extracurricular Activities
- Ü Instructional Strategies
- Ü Family Involvement
- Ü Site Usage
- Ü Curriculum Development

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	37.50
Other Professional Staff	7.50	Teacher Aide	14.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	3	0	0
4 to 6 years	6	1	0	0
7 to 9 years	1	1	0	0
10 or more years	5	12	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	20
Core academic classes taught by Highly Qualified (NCLB) teachers.	40
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Video Editing Studio

Extracurricular Activities

- Ü Student Council
- Ü Jump Start Summer Enrichment School
- Ü Junior Achievement
- Ü CLIP/Reading Before & After School

Social Services

- Ü Before/After School Care
- Ü Breakfast/Lunch Programs
- Ü Clothing Bank
- Ü Community Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü AIMS scores have increased in fifth grade. NWEA level tests showed that most students made at least one year's growth from the fall to spring in reading and math.
- ü Community relations through business partnerships have increased career awareness opportunities for students. Programs exist with Junior Achievement, Washington Mutual, and ATA Black Belt Academy.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	3	2	2	2
Transfers In ⁷ (Out of District)	8	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	28	38
Grades 3-4	77	62
Grades 4-5	69	78

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Character Counts has been implemented in all grades. Think Time is used in all classrooms to develop student responsibility for their behavior. Uniforms are mandatory. We also celebrate Red Ribbon Week to reaffirm the choice to be drug free.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Wendy Reeck	(480) 838-0711
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Dot Hernandez	(480) 838-0711
School Nutrition Programs	Pam Gorowara	(480) 774-2126
Parent Organization	Jennifer Thompson	(480) 838-0711
Student Health/Nurse	Jayne Joynt	(480) 838-0711

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.